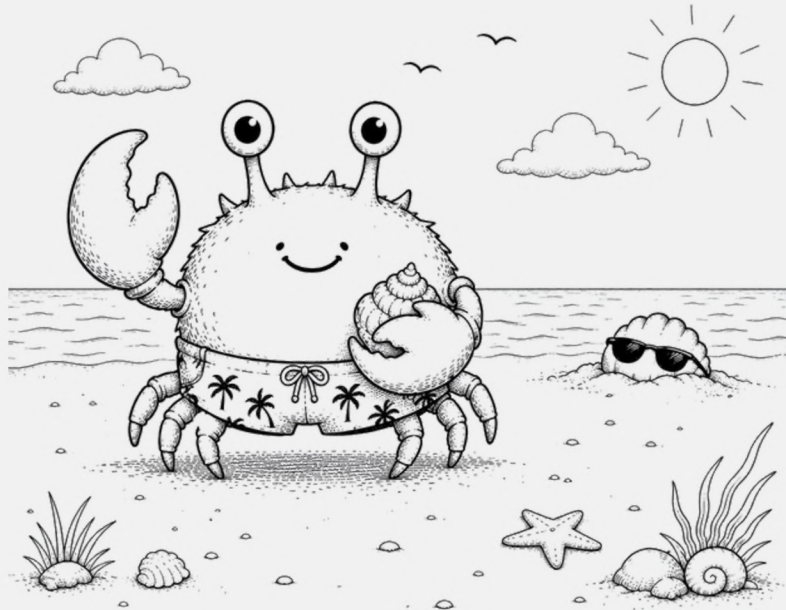


Clap for Clam



Level C

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Welcome to Luma Readers

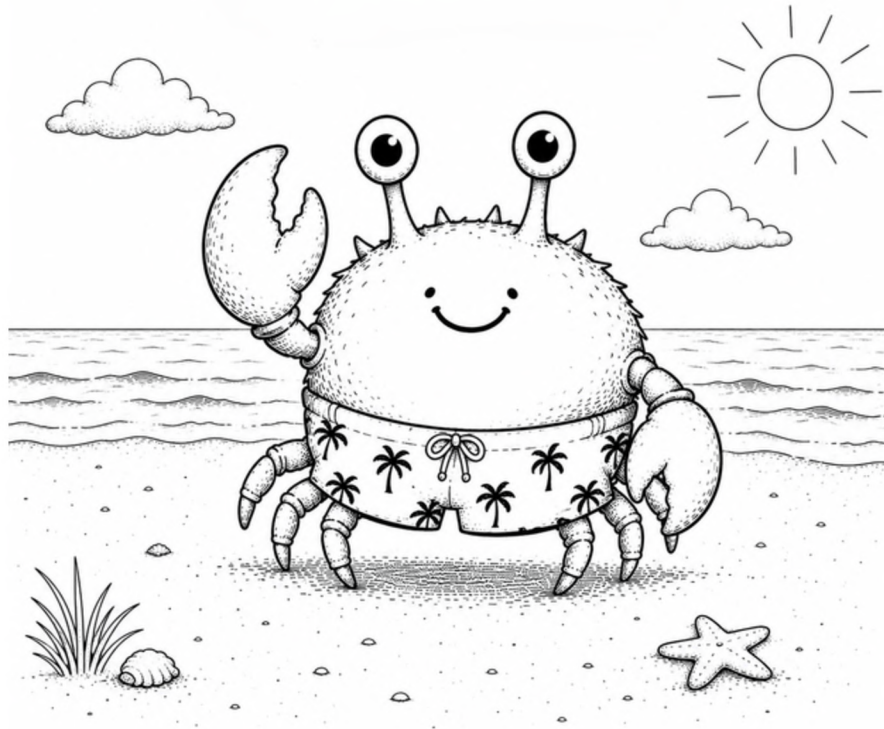
Luma Readers are designed to help early readers and English learners build confidence one sound at a time. Each book is short, simple, and repeatable, so reading can feel clear and doable.

- **Short books, big confidence.** Each story uses very simple words and short sentences for beginning readers.
- **A calm, consistent routine.** The pattern stays predictable so learners can focus on the sounds, not guessing.
- **Sound-first reading.** Each book practices a small set of sounds and words, then repeats them for fluency.
- **A few helpful high-frequency words.** Only a small number of common words are introduced at a time.
- **Builds step by step.** New words are added slowly, with plenty of practice before moving on.
- **Made for home and learning spaces.** Use for a quick daily routine, tutoring, or small-group practice.

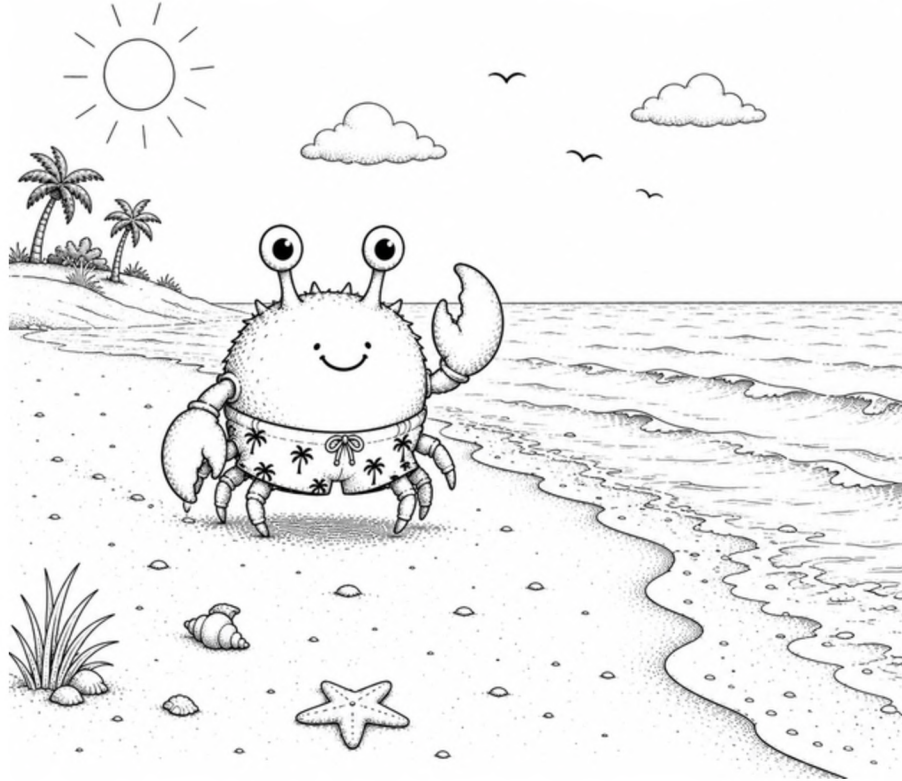
A simple way to use these books

1. Read it once together.
2. Read it again, pointing to each word.
3. Let your learner read it to you.
4. Celebrate progress and stop while it still feels good.

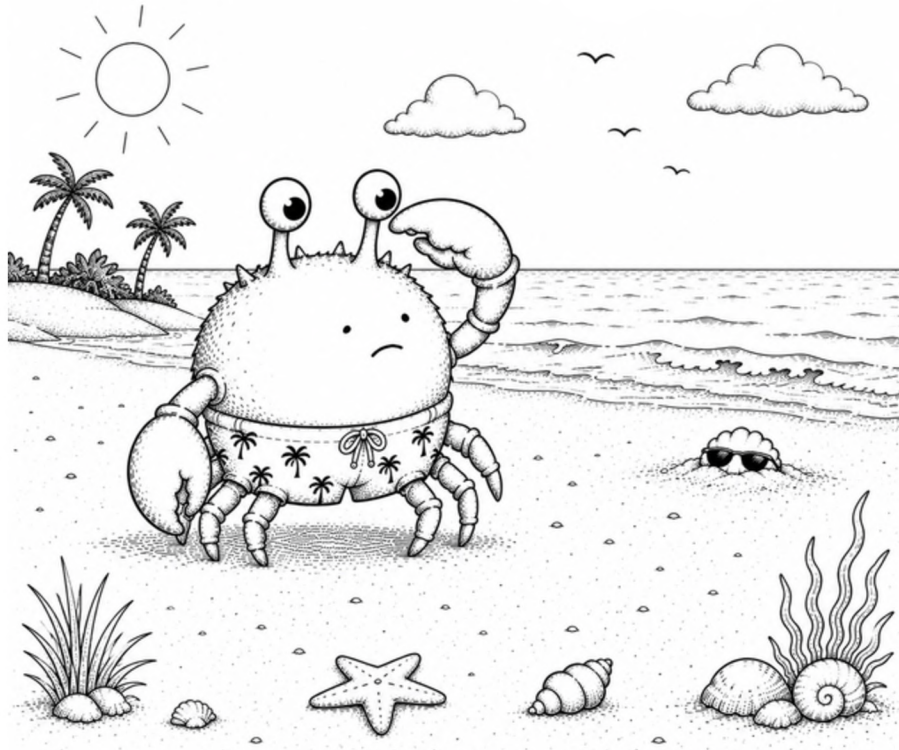
This is Chad.



Chad is at the beach.



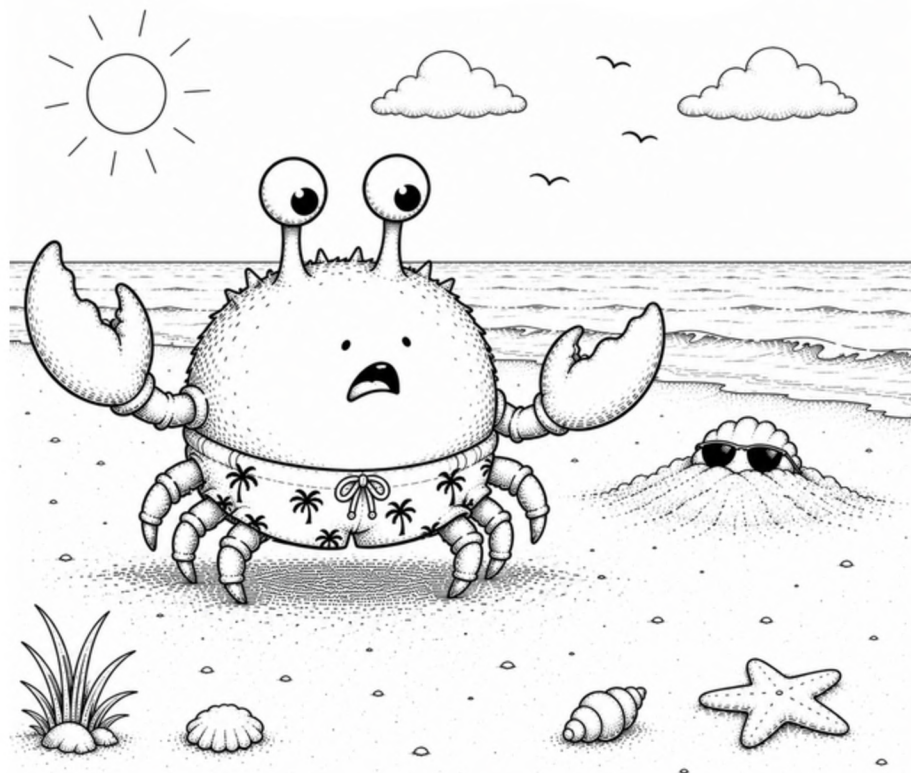
Chad looks for his pal Clam.



Chad digs in the sand.



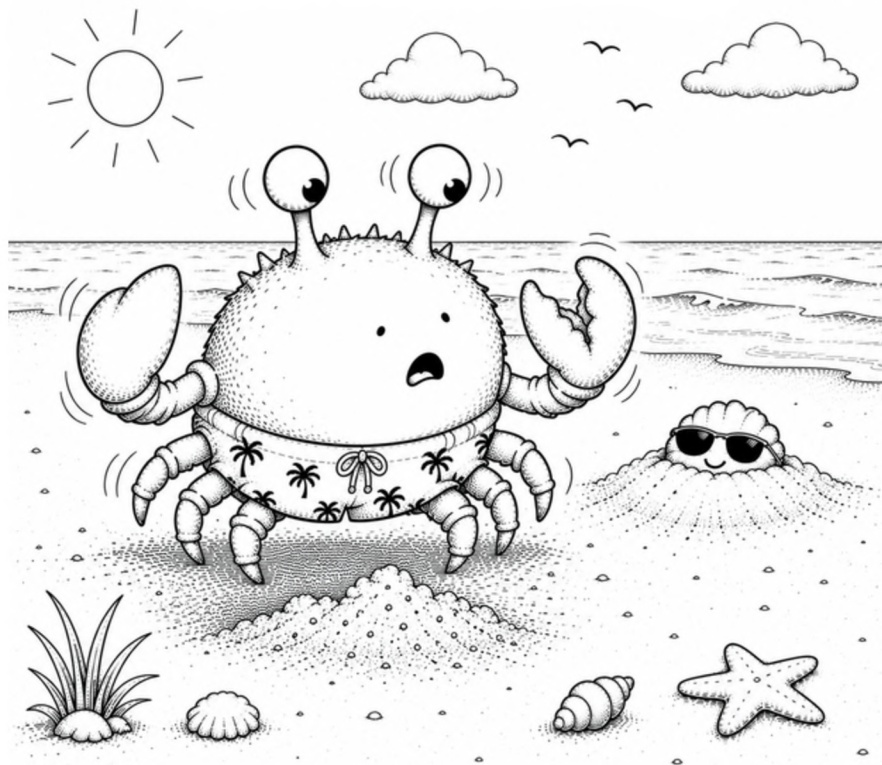
Clam is not here!



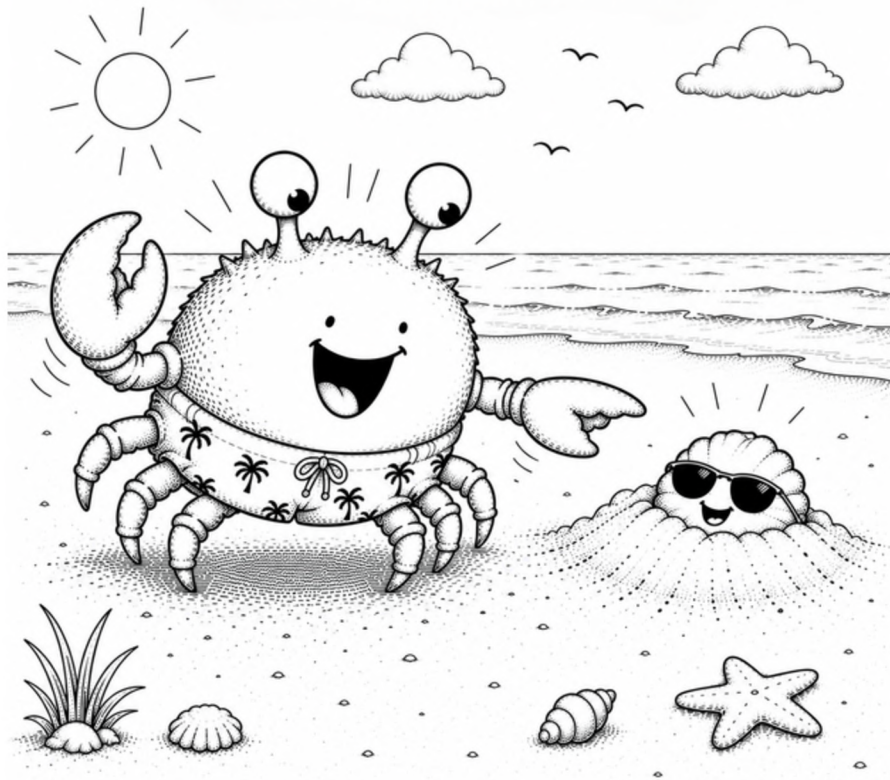
Chad digs and digs.



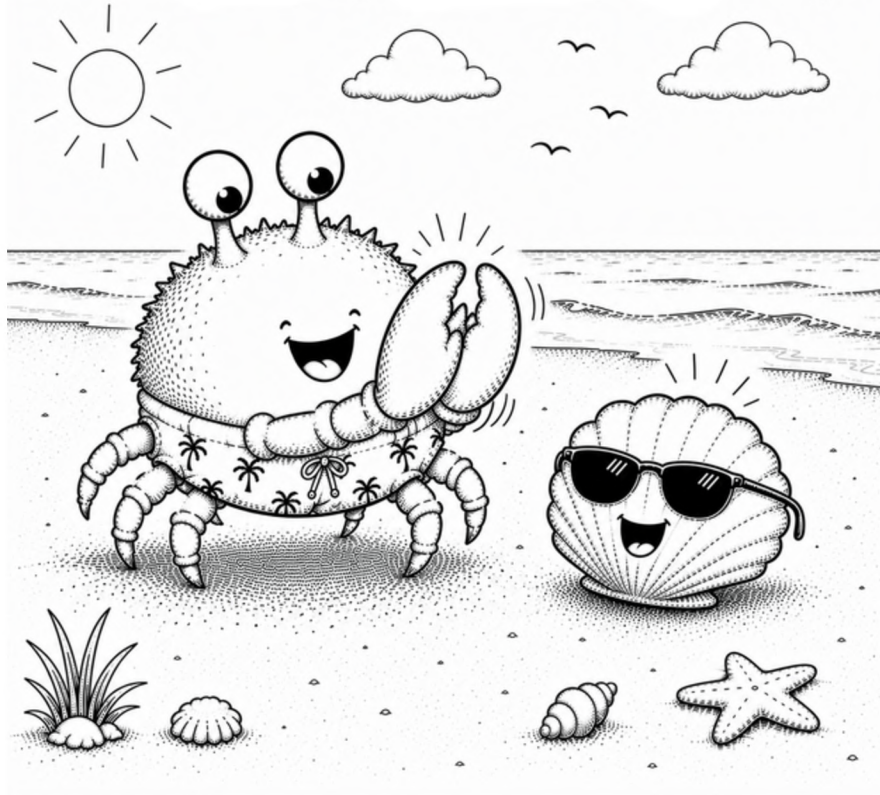
Chad looks and looks.



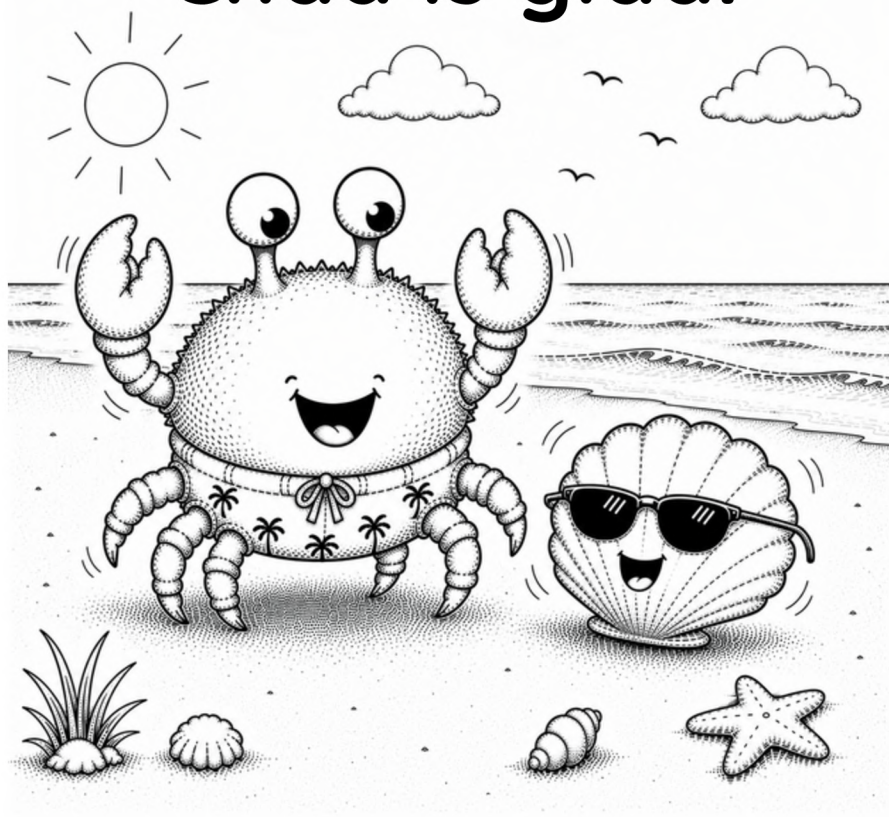
Chad finds Clam!



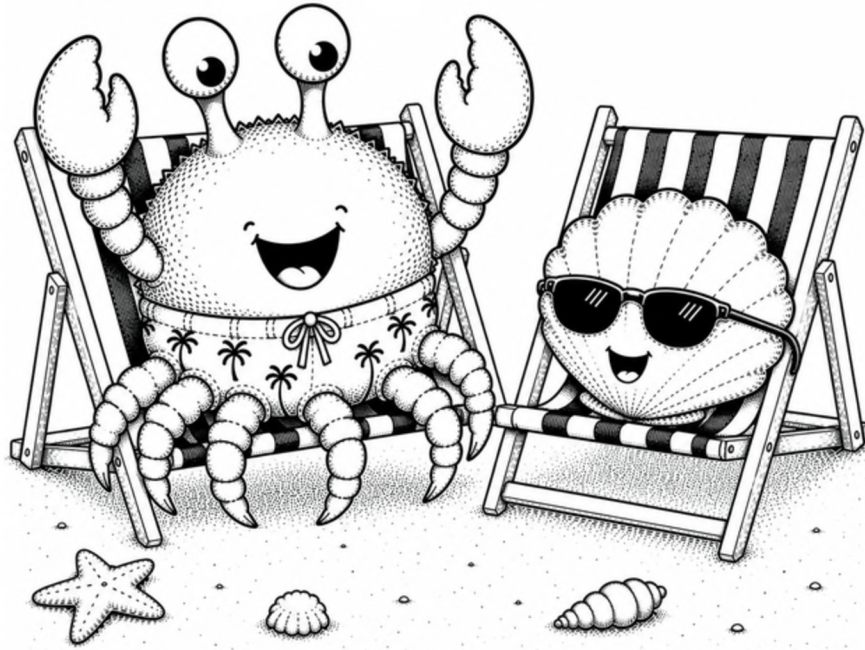
Chad claps and claps.

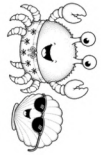


Chad is glad.



The end.





clam

clap

here

looks

Dear Educator

Instructional Focus

This decodable reader targets **cl blends and high-frequency words** and supports early blending and reading for fluency.

— Primary skills practiced:

- Blend decoding
- High-frequency words
- Oral language development
- Phonemic awareness
- Print recognition

Happy reading! — LumaLang

Guided Reading Support

Here are some guided reading questions to help you support comprehension of **Clap for Clam**. Use these prompts to guide discussion, reinforce phonics skills, and gently check for understanding as readers build confidence.

- **Level 1 - Literal Comprehension**

Who is Chad looking for?

- **Level 2 - Retell & Sequencing**

What did Chad do first?

What did he do next? What happened at the end?

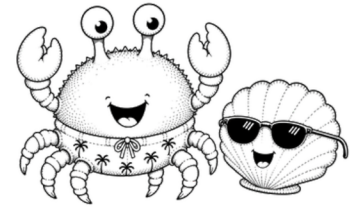
- **Level 3 - Inference**

Where do you think Clam was hiding?

How do you think Chad felt when he could not find Clam?

- **Level 4 - Connection**

Have you ever looked for something or someone and felt glad when you found them?



ENL Support

Use the sentence frame: "Chad is looking for _____. He feels _____ when he finds Clam."